

missing any teacher summarily for cause.

There is a regular course of study which is carefully followed out. English is the back bone of the teaching and everything that is done is made to help instruction in language. Every thing is now taught in English, save in the High School no other language is taught. It must be borne in mind that English is not taught as an exotic, but that the teaching is in English, thus making it the vehicle of thought. Years ago the writer of these lines realized the importance of making English the vehicle of thought among the younger generation, and it is a matter of satisfaction that the idea germinated has grown into so healthy a plant. In the Public Schools of the Territory there is no translation from one language to another. It is just as when an American boy goes to a German educational establishment. He has to assimilate the language. He does it because he cannot help it. The best proof of the success of our system is that the children of such a heterogeneous population "play" in English. It may not be the most perfect of English, but it is very much better than the English interlarded with the local slang, which may be heard in the streets of large cities on the mainland, or in Great Britain.

But, of course, however strongly we may have to emphasize English we do not neglect other things. Our great aim is to fit the youth of both sexes as they are taught arithmetic, geography, composition, especial attention being given to letter writing, United States history, physiology in an elementary way, and so forth. Hand work is not neglected and almost every school has its sewing chest, its garden tools, and its knives for a modified sort of Sloyd. In many schools we have both boys and girls taught to sew, but in such advanced views it is hard to overcome the inertia of prejudice both of teachers and boys. All our Normal School graduates, both male and female are taught to sew, and to handle carpenter's tools.

The agricultural side of education is also brought in. Here and there, where we have exceptional teachers we are able to do fairly scientific work, but in most places we have to be contented with keeping the grounds in good order, and encouraging the pupils to plant flowers, and sometimes vegetables. All this work furnishes food for thought, for expression as well as for the mere manner of planting and caring for the seed.

School is compulsory between the ages of six and fifteen. Children or their parents can elect whether they will go to a public or a private school. There is also a provision in the law

which allows for private tuition at home. Of the 15,537 pupils last reported in all the Hawaiian schools, public and private, 13,690 were within the compulsory school age, 805 were under six and were mostly attending kindergartens, and 1,042 were above 15, attending the higher institutions of education.

In an article of a few hundred words it is hard to compress all one would like to say about the education of a Territory which has paid so much attention to the subject as this. Under the Monarchy, under the Republic, and now as an integral part of the great United States there has always been manifested a wonderful liberality towards the schools. Whatever the vicissitude of the finances, the teachers and the children are well looked after. The Department of Education may not be able to go forward as it would wish, and as it knows is necessary, but it has never yet taken a step backward.

The monthly pay for teachers, janitors and truant officers amounts to close on to \$25,000 or \$600,000 for the biennial period. New school houses and repairs of buildings, together with furniture and fixtures have been allowed \$199,025.00 for the two years. Out of this two industrial schools are to be fitted and built, and it is proposed to remodel Lahainaluna entirely, besides the necessary support of these schools which comes out of the same fund. Considering conditions here there is no cause for the Department to complain. There is much that should be done or provided for, notably a new building for the Royal School and a new building for the Normal School. Probably the next Legislature will provide for these wants.

The schools are kept open from 9 to 2 for five days a week, during ten months of the year, and it is the pride of the Islands that since their establishment in 1843 no public school for children has ever had to be closed on account of a shortage of funds.

To have been connected with the public school system of the Islands is an honor and no one appreciates it more than

ALATAU T. ATKINSON,
Superintendent Public Instruction, H. T.

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SENATOR W. C. ACHI.

W. C. Achi, the head of the firm, was born at Kohala, Hawaii, Dec. 16th, 1858, and attended the common schools there. July 11, 1870, he entered the Rev. E. Bond's select school and three years later the Hilo boarding school. From there he went to the Seminary at Lahainaluna, entering July 7, 1876, and graduating in May, 1879. The following

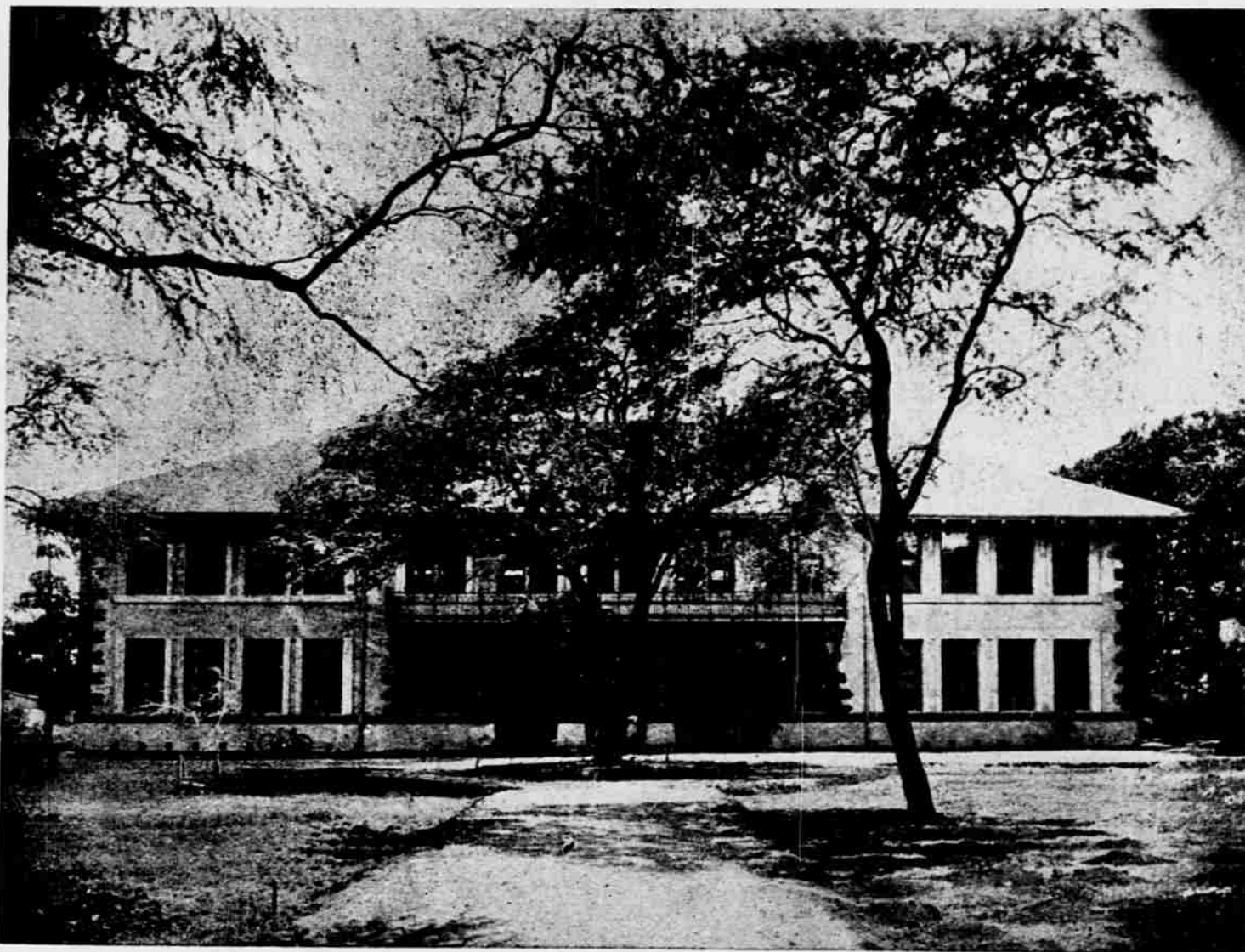
September he entered Oahu College, where he remained until January, 1882, at which time he entered the law office of W. R. Castle, where he devoted himself closely to the study of law, being admitted to the bar February, 1887, to practice in all the courts of Hawaii. His popularity was attested when in September, 1897, he was elected representative from the Second District of the Republic of Hawaii, including Kohala, the Kona's and Kau. During the Legislature of 1898, he was further honored by being elected a Councillor of State. After annexation he was elected as one of the first Senators for the new Territory and made a most satisfactory showing for the Republican minority. Mr. Achi has always given considerable attention to real estate and has opened up more tracts in Honolulu than any other individual and his firm now has more city property for sale than many other firms, and they also deal extensively in stocks. Few individuals have a better knowledge of property and values here than Mr. Achi.

On his trip to San Francisco in October, 1898, he formed the idea that a boulevard in Honolulu would be a good investment for the public or Government and during the Legislature of 1901 he introduced a resolution appropriating \$50,000 for such a boulevard, but it failed to pass.

Mr. Achi with Hon. W. R. Castle and others is a promoter and stockholder in the South Kona Agricultural Co. Ltd., of South Kona, on the Island of Hawaii.

He is a consistent worker for the good of Hawaiians and is continually urging them through written articles in the newspapers and in other ways to go into business and to follow the example of other nationalities in the islands, and it seems that there are many Hawaiians who are following his advice and it is his policy to lead them all he can in a business way.

Mr. Achi is a hard worker and a shrewd, far seeing business man as well as an astute politician. He is essentially a self-made man whose efforts and ability can be gauged by the liberal measure of success which he has attained.



KAIULANI SCHOOL.